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CHARLOTTE TEACCH CLASSROOM TRAINING

STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: STUSKILL Date: March 2013

STUDENT: Scott Jones DOB: AGE: 16 years, 5 months

EDUCATIONAL PLACEMENT: Home school (school work ranges from 2nd grade – 7th grade)

**SPECIAL
INTERESTS
& LIKES**

1. Reading, science, playing Nintendo, swimming
2. Studies on Archeology and Paleontology science
3. Dinosaurs
4. Science of cloning, DNA, genetics, blood works

DESCRIBE IN DETAIL STUDENT'S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW; PLEASE BE SPECIFIC IN TERMS OF WHAT STUDENT CAN AND CANNOT DO:

SKILL AREA: MATH

DESCRIPTION OF SKILLS: Scott is good with basic addition and subtraction, but needs a calculator if regrouping is required. He struggles with multiplication and division and continues to work with multiplying by 2, 3, and 4. He is also working on fractions.

SKILL AREA: READING

DESCRIPTION OF SKILLS: Scott reads well and with clarity, but he has difficulties with reading comprehension in some areas.

SKILL AREA: WRITING (e.g., spelling, handwriting, composition, etc.)

DESCRIPTION OF SKILLS: Scott has legible handwriting, but he struggles with spacing and does not like to write. He has problems writing complete sentences.

SKILL AREA: SCIENCE/SOCIAL STUDIES

DESCRIPTION OF SKILLS: Science is a high interest area for Scott and he knows a lot of science facts. However, his ability to apply those facts for daily living is limited. Science activities need to be well organized and very concrete. He also enjoys the factual nature of social studies, but again he struggles with practical application. For example, beyond knowing 9-1-1 he does not know what to do in an emergency situation. He has difficulty with long term memory and problem-solving.

SKILL AREA: ACADEMIC/CONCEPTUAL (Please describe skills in any other academic area of importance.)

DESCRIPTION OF SKILLS: Scott does well with reading short stories and reading graphs. Organizing his thoughts is challenging especially if he needs to summarize and describe a story. He has difficulty with looking at pictures and describing what is going on. Generally, he struggles with differentiating between relevant and irrelevant details.

SKILL AREA: HOME EC OR COMMUNITY

DESCRIPTION OF SKILLS: Scott can sweep and mop, wipe the table, and take out trash when wearing gloves. He is able to deliver supplies within a familiar environment. He travels around the community with familiar people. He uses money but does not know whether or not he receives the correct change. He can do simple shopping. Scott has a phobia about germs so he does not like when his hands or clothes get dirty. He wants to wash his hands often to get rid of any germs. He also is very sensitive to smells of other people (i.e., strong perfume, cologne, soap, etc.).

SKILL AREA: TOILETING, HYGIENE, & OTHER SELF-HELP (e.g., eating, bathing, dressing, etc.)

DESCRIPTION OF SKILLS: Scott needs reminders with performing all areas of personal hygiene. For example, Scott needs reminders to wipe and blow his nose and to cover his mouth when coughing or sneezing. He can dress himself but needs assistance with choosing clothes and grooming details. He fears having bowel movements by himself and he wants someone to be in the bathroom with him. He needs assistance with cleaning himself after bowel movements. We as a family have been working with his psychologist, neurologist, and pediatricians for years about this problem. He has improved some.

SKILL AREA: TRANSITIONS (e.g., changing activities, classrooms, teachers, etc.)

DESCRIPTION OF SKILLS: Changes and new experiences are difficult for Scott and cause anxiety for him. We must talk with him first about an upcoming change. He panics when there is a change and isn't able to problem-solve or ask for help. However, there are times when he does not notice a change.

SKILL AREA: SOCIAL/EMOTIONAL (e.g., peer interactions, manners, greetings, affect, etc.)

DESCRIPTION OF SKILLS: Scott is still not very social with other children and he definitely likes his space. Scott does not do well with most children his age; he likes and prefers to be around adults and/or toddlers.

SKILL AREA: RECREATION/LEISURE (e.g., recess, break times, free time, etc.)

DESCRIPTION OF SKILLS: Scott needs to exercise more. He prefers to read or play Nintendo instead of more active leisure. He enjoys traveling to family events, but once there he stays close to his immediate family and does not interact with less familiar relatives.

SKILL AREA: COMMUNICATION

How do you communicate with child? We communicate verbally with Scott. We also use a lot of hands-on opportunities and examples to help his comprehension and understanding.

How does student communicate with you when not prompted? Scott does not communicate often at home, but when he does he communicates verbally. He asks questions, expresses immediate needs, and enjoys talking about topics of interest. He communicates more often with his sister than us (his parents).

What will student communicate for? Scott will communicate for anything he may want or things he needs.

What augmentative devices are used (if any)? N/A

DESCRIPTION OF COMMUNICATION SKILLS: Scott is a little shy at first. When he becomes more familiar with you, he is more willing to communicate. He needs visual cues to remind him to ask for help when needed.

SKILL AREA: VOCATIONAL

DESCRIPTION OF SKILLS: He earns money and special gifts for doing extra chores around the house. He occasionally volunteers for an area service agency, but needs close supervision for simple jobs like collating, laminating, copying, and preparing mailings.

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SKILL AREA: INDEPENDENCE (HOW MUCH DOES STUDENT DO ON HIS/HER OWN?)

How long will student work without cues? Scott has Attention Deficit Disorder (ADD) so this affects his attention level with his school work. He can work for approximately 20 minutes without cues from others. He also needs a lot of reassurance when working to help him feel like he is doing a good job.

What tasks hold his/her attention? Scott's attention is better with tasks like reading a science story, tasks about the human body, and water play.

DESCRIPTION OF SKILLS: Scott needs help with accepting feedback to improve his vocational skills and level of independence. When feedback is given, he usually says he is sorry and feels bad.

SKILL AREA: LEARNING STYLE

Describe attention span: Short (approximately 20 minutes) when unmotivated.

Describe organizational skills: Scott's organizational skills are limited. He does better when organizational strategies are set-up for him and taught to him. He doesn't always understand how the visuals will help him.

Describe task endurance: Scott needs encouragement to complete tasks as well as reminders to stay on task. Without this assistance he has difficulty completing assignments. He does do better with assignments that are related to his interests.

Describe level of self control while working: Scott does okay with this if assignments are not too long.

Describe reaction to teacher demand/intrusion: Scott may need explanation of why there is an intrusion if it is not something that he is expecting. Also, when the demand or intrusion is not expected, we may have to clarify by repeating what we need for Scott to do in order for him to process the instructions.

Describe motivation to complete work: Scott is a slow worker and it is difficult to motivate him to complete his work. He needs a lot of encouragement to know that he is doing a good job.

SKILL AREA: BEHAVIORAL

Describe all difficult behaviors: Scott is stubborn about accepting new ideas and is less able to take on another's perspective. He also needs his space. As a teenager, he has difficulties with certain rules (i.e., he feels like he is old enough, but we disagree because he is naïve and is less socially mature).

How frequently do these behaviors occur? If he feels threatened or offended then he may become stubborn and refuse instruction. If there are a lot of people around, he needs open space and will retreat to be alone.

What triggers difficult behaviors? Fear, a forceful person who uses a harsh tone with him, or anger.

How are behaviors typically managed? Speaking calmly to Scott and letting Scott express himself.

How does s/he react to over stimulation (e.g., too many people, too much noise)? Scott does not like crowds, overbearing kids, noises, or loud music. Being in large crowds of people is difficult for Scott. Scott may start rocking and humming and anxiety attacks may occur.

Is s/he easily calmed once upset? Yes, but will remember what happened and will continue to talk about the incident.

Other comments re behavior: He also yawns, blurts out comments, and breathes loudly which sometimes comes across as rude.

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PERTINENT MEDICAL INFORMATION

Medications: Zoloft for anxiety, Adderall for ADD/focus, allergy medications and shots (three days per week).

Allergies: Carpets, pets, trees, grass, dust mites, roaches, chocolate milk, pollen ragweed, wool, and hair.

Other Medical conditions: Chronic allergies, anxiety attacks, facial swelling, constipation, some growing pains.

Other Pertinent Information: Scott is connected to his family. He gets uneasy around strangers and is not good with kids his own age. He is a loner in many ways but does connect from time to time with others. He does not bond easily.

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